NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*
CDC- 080 13-3880 Forest Elementary School Title-I Schoolwide Plan 6-29-15

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE TOWNSHIP	School: FOREST STREET SCHOOL
Chief School Administrator: RONALD C. LEE	Address: 651 FOREST STREET
Chief School Administrator's E-mail: leeronal@orange.k12.nj.us	Grade Levels: PREK-7
Title I Contact: FAY S.POLEFKA	Principal: YANCISCA COOKE
Title I Contact E-mail: polefkfa@orange.k12.nj.us	Principal's E-mail: cookeyan@orange.k12.nj.us
Title I Contact Phone Number: 973-677-4000	Principal's Phone Number: 973-677-4000 EXT. 2000

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X ❑   I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

__Yancisca Cooke_____   _____   ___June 29, 2015_____
Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____11_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 3,151,869 , which comprised _____100_____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 3,151,869_____, which will comprise ____100____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Math 180 stipends				$4,970.00
Parent Academy				$2,140.00
Learning.com K-8 Easy Tech product				$3,500.00
Spelling City				$711.00
School wide Salary per school				$88,367
Readorium for grades 3-5				$2,281.40

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Yancisca Cooke	Administrator	Yes	Yes	Yes	
Brian Canares	5-7 SS Teacher	Yes	Yes	Yes	
Kimberly Donnerstag	Kdg. Teacher	Yes	Yes	Yes	
Tara Fernandez	First Grade Teacher	Yes	Yes	Yes	
Francesca Romain	Kdg. Teacher	Yes	Yes	Yes	
Samantha DeMartini	Kdg. Teacher	Yes	Yes	Yes	
Shella Mesidor	Resource Teacher	Yes	Yes	Yes	
William Donnelly	ESL	Yes	Yes	Yes	
Daneen Collins-Grayson	Guidance	Yes	Yes	Yes	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
	Forest Street School	Comprehensive Needs Assessment				
	Forest Street School	Schoolwide Plan Development				
	Forest Street School	Program Evaluation				
	Forest Street School					

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	**Mission Statement:** Through the full collaboration of school personnel, parents, and the community, Forest Street School is committed to nurturing a generation of formidable global competitors and leaders. Our students are inspired to achieve and walk with integrity, confidence, and compassion. We provide opportunities and life experiences which motivate each student to exceed their own expectations as every child is an achiever. SHARED BELIEFS • All children can and will learn through collaboration, enthusiasm, and motivation • Learning never ends • Teachers must be creative, flexible, motivated and capable to meet all student's level of learning abilities • Each child has special abilities. As educators it is our responsibility to ascertain and intensify each individual student's talents

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

 The academic program at Forest Street School was implemented as planned. Various types of professional development were provided in all core program areas, analyzing data, analyzing benchmark results, as well as best instructional practices; Read180, SOLO, iRead, close reading, text dependant questioning, CLI, co-teaching , Teachscape, Math 180, and Math Institute. Additionally, teacher schedules were developed to ensure that common planning and grade level collaboration occurred with the implementation of double planning periods for grades K-7 to provide instructional staff with an adequate amount of planning time per week. Finally, a one hour Project Achieve Program was implemented for at-risk students in grade Kindergarten thru second grade and MicroSociety for all third thru seventh grade students.

2. What were the strengths of the implementation process?

 The strength in the implementation of Project Achieve was our ability to provide intervention services utilizing iRead and additional guided reading support. MicroSociety, which was a student facilitated extended day program which focused on the development and operation of a society with in our school, inclusive of the establishment of businesses, a government, and a judicial system. There was an increase in student attendance with twenty-one third through seventh grade students with perfect attendance for the school year. There was also a decrease in Office Discipline Referrals.

3. **What implementation challenges and barriers did the school encounter?**

    A barrier during the implementation process was:

    - **Not all students on Kindergarten thru second grade received additional extended day academic support services due to budget constraints.**
    - **Parental support and participation in Parent/Teacher Organization**
    - **Establishing and maintaining community partnerships**

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4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

    The strength in the implementation of the program was the instructional staff's comfort level with Common Core, their ability to collaborate on data, instruction, student concerns ,school events and their ability to adhere to the collaboratively developed school's vision and mission statement which focuses on developing the whole child.

    An apparent weakness was the budget constraints that did not permit us to implement a "full school" extended-day program to provide additional support for 100% of our student population in grades Kindergarten thru seventh.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

    All stakeholders were asked to complete a survey (pre/post) where the opportunity was provided for them to openly share their thoughts and recommendations in regards to our school programs. Conducting this method of data collection allowed for all

stakeholders to actively engage in the development of our school programs. In addition, collegial walkthroughs, professional

development, peer to peer conferencing and ongoing feedback has directly impacted the level of buy-in with stakeholders.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

(staff survey highs and lows) PD evaluation forms

 Staff perceptions of the program continues to be positive and geared towards student success and achievement. As per our professional development surveys the following have been requested as targeted PD for the 2015-2016 school year:
- **Development of content knowledge**
- **Analyzing and using data**
- **Differentiated Instruction**
- **Co-teaching Model (Spec. Ed., ESL and Gen Ed.)**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

(parent surveys)

Community perceptions continue to be positive and also geared towards student success, achievement, and strengthening of the home-school connection. There has been a higher level of interest from the community as per feedback forms and contributions to school events. Additionally, parents of Kindergarten thru second grade students have requested an extension of the extended-day program to include these grade levels using the MicroSociety structure.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   Read 180- Whole, small, individual
   Math 180- Whole, small, individual
   iRead- individual
   Readorium- individual
   Project Achieve (K-2)- Whole group, small group, one-on-one
   MicroSociety-Whole group, and small group

9. How did the school structure the interventions?

Teachers participated in CPT and articulation periods where they reviewed data from benchmarks, and district writing assessments to identify student deficiencies. Individual and class "plan of action" forms were completed inclusive of re-teach details and timelines. Opportunities for intervention took place during MicroSociety, Math 180, Read 180, lunch tutorials, and Project Achieve where deficiencies were addressed by teachers (varied content). In addition, coaching and recommendations were provided by master teachers and supervisors.

10. How frequently did students receive instructional interventions?

Instructional interventions were a part of the daily routine of teachers, as differentiation of instruction is a required delivery method in classrooms. Additional intensive interventions were also provided during Project Achieve, through small group and one-to-one tutoring. During zero period grades six and seven received forty-five minutes of Math 180 intervention and grade five received forty-five minutes of Read 180 intervention. During Block 4 sixth and seventh grade students received forty-five minutes of Read 180 intervention.

11. What technologies did the school use to support the program?
The use of different software and Internet-based programs, Study Island, Read 180, Star Fall, Discovery Education, SMART Technologies, Skype, Learning.com typing program, world Book, SOLO, Read 180, Math 180, and iRead, Readorium has allowed teachers to expand learning beyond the textbook. Additionally, the use of devices – Laptop Computer Stations, Chromebook carts, Flip Cameras, Ipads, and Smartboards has also expanded learning into the virtual world.

12. Did the technology contribute to the success of the program and, if so, how?

Technology has contributed to the success of the program as it has provided the students with additional educational experiences. It also provided an opportunity for teachers to differentiate instruction. It allows students to interact with different elements of classroom content, utilizing a different modality of learning.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	21 participants 55.3% 18 General Education 54.5% 3 Special Education 75% 7 LEP students 77.8%		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Study Island Project Achieve/Micro Society Rosetta Stone Solo	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Read 180 increased SRI lexile level increased. MicroSociety assisted in increasing student achievement on benchmark assessments.-Rosetta Stone implemented program -Solo implemented program
Grade 5	20 Participants 57.1% 17 General Education 54.8% 3 Special		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Read 180 Study Island Project Achieve/Micro Society Rosetta Stone	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers.

	Education 75% 1 LEP 100%		Solo	-Differentiated Instruction more PD needed. -Read 180 increased SRI lexile level increased. MicroSociety assisted in increasing student achievement on benchmark assessments.-Rosetta Stone implemented program -Solo implemented program
Grade 6	17 Participants 40.5% 11 General Education 31.4% 5 Special Education 83.3% 4 LEP 80%		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Read 180 Study Island Project Achieve/Micro Society Rosetta Stone Solo	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Read 180 increased SRI lexile level increased. MicroSociety assisted in increasing student achievement on benchmark assessments.-Rosetta Stone implemented program -Solo implemented program
Grade 7	13 Participants 39.4% 10 General Education 34.5% 3 Special Education 75% 1 LEP 50%		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Read 180 Study Island Project Achieve/Micro Society Rosetta Stone Solo	--I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Read 180 increased SRI lexile level increased. -MicroSociety assisted in increasing student achievement on benchmark assessments. -Rosetta Stone implemented program

				-Solo implemented program
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	23 Participants 59% 18 General Education 54.5% 5 Special Education 100% 6 LEP 66.7%		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Study Island Project Achieve	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Study Island program was not utilized to its fullest potential. -Project Achieve increased student achievement on benchmark assessments.
Grade 5	15 Participants 42.9% 11 General Education 35.5% 4 Special Education 100%		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Study Island Project Achieve	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Study Island program was not utilized to its fullest potential.

				-Project Achieve increased student achievement on benchmark assessments.
Grade 6	14 Participants 33.3% 9 General Education 25.7% 4 Special Education 66.7% 3 LEP 60%		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Study Island Project Achieve	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Study Island program was not utilized to its fullest potential as it served as a center activity. -Project Achieve increased student achievement on benchmark assessments.
Grade 7	16 Participants 48.5% 12 General Education 41.4% 4 Special Education 100% 2 LEP 100%		I&R Services Parent Workshop Sheltered English (New Teachers Only) Differentiated Instruction Study Island Project Achieve	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Study Island program was not utilized to its fullest potential as it served as a center activity. -Project Achieve increased student achievement on benchmark assessments.
Grade 8				
Grade 11				

Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten			I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction iread Starfall Project Achieve CLI	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Students have embraced iRead and additional time has been allocated for usage. -Project Achieve increased student achievement on benchmark assessments.
Grade 1			I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction iread Starfall Project Achieve CLI	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Students have embraced iRead and additional time has been allocated for usage. -Project Achieve increased student achievement on

				benchmark assessments.
Grade 2				I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction iread Starfall Project Achieve CLI	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Students have embraced iRead and additional time has been allocated for usage. -Project Achieve increased student achievement on benchmark assessments.
Grade 3				I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction MicroSociety	I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -MicroSociety assisted in increased student achievement on benchmark assessments.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten			I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction Project Achieve	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Project Achieve increased student achievement on benchmark assessments.
Grade 1			I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction Project Achieve	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers. -Differentiated Instruction more PD needed. -Project Achieve increased student achievement on benchmark assessments.
Grade 2			I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction Project Achieve	-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur. -Parent workshops were not effective due to low attendance. -Sheltered English training needed to be on going throughout the year with embedded coaching and

				offered to all teachers. -Differentiated Instruction more PD needed. -Project Achieve increased student achievement on benchmark assessments.
Grade 3				I&R Services Parent/teacher Workshop & Conferences Sheltered English (New Teachers Only) Differentiated Instruction MicroSociety

I&R Services
Parent/teacher Workshop & Conferences
Sheltered English (New Teachers Only)
Differentiated Instruction
MicroSociety

-I&R Services were effective when referrals where made in enough time to allow for recommended interventions to occur.
-Parent workshops were not effective due to low attendance.
-Sheltered English training needed to be on going throughout the year with embedded coaching and offered to all teachers.
-Differentiated Instruction more PD needed.
-MicroSociety assisted in increased student achievement on benchmark assessments.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Job embedded Professional Development	Yes	Teacher Evaluations by Teachers; Coaching Log, Increase on Benchmark Assessment and collegial/administrative walkthroughs.	Increase in student achievement in all area of English Language Arts measured by report card grades and benchmark assessments. 70% increase use of "Best Practices" instructional techniques as evident in lesson plans and observations. 80% increase in use of data used to drive

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					instruction as evident in CPT minutes, collegial walkthrough, and lesson plans
Math		Job embedded Professional Development	Yes	Positive Evaluations by Teachers; Coaching log, Increase on Benchmark/chapter Assessment	Increase in student achievement in all area of English Language Arts measured by report card grades and benchmark assessments. 70% increase use of "Best Practices" instructional techniques as evident in lesson plans and observations. 80% increase in use of data used to drive instruction as evident in CPT minutes, collegial walkthrough, and lesson plans

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read 180/SRI Iread Rosetta Stone	Yes	Teacher/Staff Feedback SRI pre and post WIDA Benchmark Assessments	SRI Lexile level increase
Math	Students with	Math 180/SMI	Yes	Teacher/Staff Feedback	Increase in SMI level

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disabilities			SMI pre and post Benchmark Assessments	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Job embedded Professional Development	Yes	Teacher Evaluations by Teachers; Coaching Log, Increase on Benchmark Assessment and collegial/administrative walkthroughs.	10% increase in student achievement in all areas of English Language Arts measured by report card grades and benchmark assessments. 70% increase use of "Best Practices" instructional techniques as evident in lesson plans and observations. 80% increase in use of data used to drive instruction as evident in CPT minutes, collegial walk through and lesson plans.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		Job embedded Professional Development	Yes	Teacher Evaluations by Teachers; Coaching Log, Increase on Benchmark Assessment and collegial/administrative walkthroughs.	10% increase in student achievement in all areas of English Language Arts measured by report card grades and benchmark assessments. 70% increase use of "Best Practices" instructional techniques as evident in lesson plans and observations. 80% increase in use of data used to drive instruction as evident in CPT minutes, collegial walk through and lesson plans.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Literacy Workshops Readers and Writers Workshop	Yes	Evaluation Sheets, Teacher/Staff feedback, benchmark assessments, lesson plans formal & informal Obs	Improvement in writing as per portfolio samples Bulletin board displays District writing assessment
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Literacy Workshops Readers and Writers Workshop	Yes	Evaluation Sheets, Teacher/Staff feedback, benchmark assessments, lesson plans formal & informal Obs	Improvement in writing as per portfolio samples Bulletin board displays District writing assessment
Math	ELLs	Mathematics Institutes	Yes	Evaluation Sheets, Teacher/Staff feedback, benchmark assessments, lesson plans formal & informal Obs	Extensive use of high quality mathematics techniques across grade levels. Met goals and objectives of Individual Education Plans (IEPs), increase in benchmark assessments.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night College Week Career Day Shadow Day Multi-Cultural Day	Yes	Survey/verbal feedback	An increase in parent participation from the previous year.
Math	Students with Disabilities	Back to School Night College Week Career Day Shadow Day Multi-Cultural Day	Yes	Survey/verbal feedback	An increase in parent participation from the previous year.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Back to School Night College Week Career Day Shadow Day Multi-Cultural Day	Yes	Survey	An increase in parent participation from the previous year.
Math	ELLs	Back to School Night College Week Career Day Shadow Day Multi-Cultural Day	Yes	Survey	An increase in parent participation from the previous year.
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Back to School Night College Week Career Day Shadow Day Multi-Cultural Day	Yes	Survey/verbal feedback	An increase in parent participation from the previous year.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		Back to School Night College Week Career Day Shadow Day Multi-Cultural Day	Yes	Survey/verbal feedback	An increase in parent participation from the previous year.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X ❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

___Yancisca Cooke_____   _____   __June 29, 2015____
Principal's Name (Print)   **Principal's Signature**   **Date**

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)]   that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, and unit assessments	A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, unit assessments.
Academic Achievement - Writing	A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, and unit assessments	A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, unit assessments.
Academic Achievement - Mathematics	A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, and unit assessments	A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, unit assessments.
Family and Community Engagement	Attendance at: Back to School night, Back to School Kick Off, PTO Conferences, Shadow Day, PTO Meetings, Honor Roll Assemblies, Social Activities	An Open-Door Policy for parents to visit with the administrator and teachers ensure continued communication and an opportunity for parents to become involved and volunteer their services more easily thereby improving academic performance. Parents sign in at the security desk and at school activities.
Professional Development	Surveys related to 2014-2015 job embedded and workshop staff development/ Collegial	Both ongoing job-embedded professional development and specific workshops have been instrumental in providing teachers with assistance in delivering instruction. Results are measured through teacher discourse

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Walkthroughs	during grade level meetings, through lesson plans that include elements of the Professional Development, through observations of teachers infusing the new information into instruction, a 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, and unit assessments.
Leadership	Surveys, Feedback, Communication with faculty, students and families, observations and evaluations	Formal and Informal observation meetings End of the year survey
School Climate and Culture	Retention Rate, Comer School Model, Home/School connection	The retention rates remain at zero which indicates that students are progressing from grade level to grade level at a higher rate. Current stakeholders work together to create and sustain a positive, interactive, no-fault school environment. Retention rates are part of the school demographics.
School-Based Youth Services	Family Connections; OTARY, Strengthening Families, Little Miss, Kappa Leaguers	Parent /Student surveys and weekly/monthly attendance
Students with Disabilities	READ 180 SRI Assessment, Math 180 SMI Assessment, MicroSociety, Project Achieve, and Benchmark Assessments	Increased reading Lexile levels, reading engagement, fluency and comprehension at rates commensurate with expectations in IEPs. A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, unit assessments and NJASK assessments.
Homeless Students		No homeless children attend Forest Street School
Migrant Students		
English Language Learners	ACCESS, WIDA, READ 180, Project Achieve, MicroSociety, Rosetta Stone and Clubs, Benchmark Assessments, and SOLO	Increased reading levels, reading engagement, fluency and comprehension at rates commensurate with learning expectations with the WIDA standards. A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, and unit assessments.
Economically Disadvantaged	READ 180, Project Achieve,	Most students gained at least one year in reading, writing, and math levels

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	MicroSociety and Club and Benchmark Assessment,	as a result of participation in the extended day programs. Growth is measured via Journey's Assessments, Model Curriculum Assessments, Summative Writing Samples and Study Island. Attendance is taken by teachers. A 10% growth in student achievement is expected in the proficiency areas as per benchmark assessments, and unit assessments.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   During the 2014-2015 school year, Forest Street School administrators, teachers, support staff, students, and parents completed comprehensive needs assessment surveys in the areas of school climate, curriculum, facilities, resources, leadership, community engagement, professional development, new teacher support, mentoring, curriculum, instruction, and formative and summative assessments. The summary of the results clearly identified the priority areas of the school.

2. What process did the school use to collect and compile data for student subgroups?

   The principal, technology coordinator, guidance counselor, data team, and master teachers analyzed the data from the 2013-2014 NJASK, District Writing Assessments and 2014-15 Benchmark 4 assessments to compile subgroup reports. Each subgroup either had its own report, or the report was disaggregated in a section of a report. Subgroup results, were compared to the previous benchmark assessments results and analyzed for areas of weaknesses and strengths.

3. **How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?**

   The collection methods for Benchmark Assessment were statistically sound because they were inclusive.

4. What did the data analysis reveal regarding classroom instruction?

   The data revealed that there has been a slight increase in student achievement on certain grade levels as a result of the professional development received. However, additional embedded professional development would provide the instructional staff with practical experiences and the necessary feedback to maintain and increase student achievement.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   Professional Learning at Forest Street School took place as a combination of job embedded and out of district learning opportunities. Job embedded opportunities were provided at the building level through common planning time meetings which were facilitated by coaches, supervisors, teachers, collegial walkthroughs and the Technology Coordinator. These learning opportunities were successfully implemented in teachers' classrooms as evidenced by teacher observations conducted by the principal. However, teachers need continuous support to assist with differentiating instruction and technology integration for all students' styles of learning, as well as for the subgroup populations (Special Education and ELL).

6. How does the school identify educationally at-risk students in a timely manner?

   At-risk students are identified through a variety of methods early in the school year. Newly enrolled students (grades 4 -7) who entering after the start of the school year intervention. The assessment tool used is SRI, Journeys diagnostics (grade appropriate), SMI and is administered by the classroom teachers. Forest Street School staff reviews student standardized test data at the beginning of the school year and as needed throughout the school year for newly enrolled students.

7. How does the school provide effective interventions to educationally at-risk students?

   At-risk students are identified through a variety of methods. Early in the school year or upon enrollment in the school, newly enrolled students with IEP's are placed in the appropriate educational setting. Mandated instructional programs as per the students IEP are implemented. Forest Street School staff review student standardized test data at the beginning of the school year to determine areas of strengths and weaknesses for effective planning. The Read 180 Literacy and Math 180 program has been implemented. Project Achieve and MicroSociety Programs are geared towards assisting the students in meeting and achieving the CCSS. Additionally,

students who continue to struggle after receiving intervention are referred to the Intervention & Referral Services team for additional recommendations.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    After receiving the assessment results, articulation occurred during common planning time meetings. Strengths and weaknesses were identified as well as a comparison between classes. Strategies for re-teaching were developed and a plan of action for implementation was created. The data team also met during the year to discuss the school wide challenges and proposed plans of action.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

    Preschools in the Township of Orange visit the school's kindergarten class at the beginning of May. The kindergarten teachers are provided High/Scope training to transition children from the pre-school to kindergarten with the appropriate professional development and materials. Pre-kindergarten and kindergarten teachers collaborate on a regular basis. Kindergarten Orientation is provided for the parents of students entering kindergarten. Parents are introduced to the teachers and the curriculum. They are given a tour of the school and are shown the kindergarten classrooms. Students enrolled in the sixth and seventh grades, along with their parents, participate in a middle school transition workshop "Changes and Choices", where the middle school guidance department and administration provides a thorough overview of Orange Predatory Academy.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

    The Needs Assessment for the 2014-2015 Title 1 Unified Plan was a year long collaborative effort. After receiving NJDOE Technical Assistance for completing the plan, the School Management Team (SMT), data team, SCiP team and Middle School (SLC-MS)

reached consensus about the priority areas. Teacher checklists were compiled and a summary of the results clearly identified the priority areas of instruction.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	By June 2016, 100% of K-5 ELA classrooms will reflect a Balanced Literacy instructional program reflective of a combination of readers and writers workshop that are aligned with the CCSS. (Strategic Plan D.28)	By June 2016, 90% of student portfolios in grades 1-7 will contain a minimum 10 authentic writing samples from prewriting to publishing.
Describe the priority problem using at least two data sources	Students continue to be challenged in reading comprehension, analyzing text and text dependant questioning as measured by unit assessments and Benchmarks.	Students continue to be challenged in writing persuasive, informational and narrative text as measured by unit assessments, District Writing Assessments and Benchmarks.
Describe the root causes of the problem	Continuous need for job-embedded coaching, demonstration, content specific professional development and mentoring in best practices language arts instructional techniques.	Continuous need for job-embedded coaching, demonstration, content specific professional development and mentoring in best practices language arts instructional techniques.
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	Partially Proficient – General Education, Special Education Students, ELL
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Language Arts
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies 6+1 Traits of Writing Study Island Read 180	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies 6+1 Traits of Writing Study Island Read 180

	Model Curriculum Assessments SIOP (New Teachers) SOLO MicroSociety Rosetta Stone	Model Curriculum Assessments SIOP (New Teachers) SOLO MicroSociety Rosetta Stone
How does the intervention align with the Common Core State Standards?	District programs were aligned with Common Core State Standards at the time of purchase. All lesson planning is derived from the Common Core State Standards.	District programs were aligned with Common Core State Standards at the time of purchase. All lesson planning is derived from the Common Core State Standards.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	By June 2016, Math instructional staff will use established protocols for progress monitoring for Tier II and III students that includes redefined PLCs as a vehicle for the collaborative review of data and for making data-informed decisions. (Strategic Plan B.17)	
Describe the priority problem using at least two data sources	Tier II and Tier III students (Gen. Ed., Spec. Ed. and ELL) continue to struggle with conceptual understanding, problem solving and application in mathematics as measured by benchmark assessments, math checkpoints and unit assessments.	
Describe the root causes of the problem	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards and individual student needs.	
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	Connected Mathematics Investigative Mathematics Math in focus Differentiated Instruction Learning Centers Study Island	

	SIOP Extended instructional day Math 180 MicroSociety Orange Curriculum Guides	
How does the intervention align with the Common Core State Standards?	District programs were aligned with Common Core State Standards at the time of purchase. All lesson planning is derived from the Common Core States Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

		ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	http;//ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse	Spec. Ed. Teachers, Principal Gen. Ed.Teachers Master Teachers Supervisors parents	APA, System 44, PARCC, Pre/Post Assessment, Journeys Unit Assessments, SRI reports, Expected Growth 10%	Read 180
Math	Students with Disabilities	htpp://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What works Clearinghouse http://ies.ed.gov/wwc/PracticeGuide.aspx?sid=16	Spec. Ed. Teachers, Principal Gen. Ed.Teachers Master Teachers Supervisors parents	PARCC, Pre/Post Assessments, Math in Focus Chapter and Unit Assessments, SMI reports, Expected Growth 10%	Math 180
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	English Instructioninstitute.net/about.html	ESL Teachers,	Data reports from Rosetta	Rosetta

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

		ESEA §1114(b)(I)(B) strengthen the core academic program in the school;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		http://ies.ed.gov/ncee/wwc/reports/english lang/Sheltered English Instruction/index.asp	ESL Principal Gen. Ed.Teachers Master Teachers Supervisors parents	Stone,PARCC,Journeys Unit Assessments, ELL subgroup data, Benchmark Assessments, Expected Growth 10%	Stone
Math	ELLs	English Instructioninstitute.net/about.html http://ies.ed.gov/ncee/wwc/reports/english lang/Sheltered English Instruction/index.asp	ESL Teachers, ESL Principal Gen. Ed.Teachers Master Teachers Supervisors parents	Data reports from Rosetta Stone,PARCC, ELL subgroup data, Math in Focus/Connected Math Chapter and Unit Assessments Benchmark Assessments, Expected Growth 10%	Rosetta Stone
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;					
ELA	Students with Disabilities	Read 180	Principal Teachers Master Teachers Supervisors parents	Typical growth pattern for SRI and SPI	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=406
Math	Students with Disabilities	Math 180-Zero Period	Principal Teachers Master Teachers Supervisors parents	10% Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data htpp://ies.ed.gov/ncee/wwc/quickreviewsum
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Read 180	Principal Teachers Master Teachers Supervisors	Typical growth pattern for SRI and SPI	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=406

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			parents		
Math	ELLs	Math 180-Zero Period	Principal Teachers Master Teachers Supervisors	10% Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data htpp://ies.ed.gov/ncee/wwc/quickreviewsum
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	K-7	MicroSociety Extended Day Program	Principal Teachers Master Teachers Supervisors parents	10% Increase in the remediate content areas on post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data htpp://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34
Math	K-7	MicroSociety Extended Day Program	Principal Teachers Master Teachers Supervisors parents	10% Increase in the remediate content areas on post assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data htpp://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Included in above population			
Math	Students with Disabilities	Included in above population			
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Included in above population			
Math	ELLs	Included in above population			
ELA	Economically Disadvantaged				
Math	Economically				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
ELA	K-7 General Education and Special Education	Six Plus One Traits of Writing	All staff	10% increase	http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=244
Math	K-5 General Education and Special Education	Math in Focus: Singapore Math	Math department, administration, teachers		http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=530%20ctid=1&f=

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
   Quarterly walkthroughs will take place on district level and building level with collegial walkthroughs. Informal and formal walkthroughs and observations will take place daily by building administration.

2. What barriers or challenges does the school anticipate during the implementation process? **The challenges that we anticipate for the upcoming school year is the transient student population, ongoing training for new teachers, and timing in which we receive PARCC results and our ability to use the data.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **We will continue to keep all stakeholders abreast of all data, building needs, and events. We will also conduct needs assessment surveys (beginning, middle end) throughout the year.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **We will continue to conduct perception surveys and maintain open conversations during common planning time (CPT) and staff meetings.**

5. What measurement tool(s) will the school use to gauge the perceptions of the community? **We will continue to conduct surveys to gauge the perceptions of the community. During PTO meetings and workshops parents will be provided with opportunities to share their perceptions also.**

6. How will the school structure interventions? **Interventions will continue to reflect those provided during the 2014-15 school year with a focus on the challenges experienced. Read 180, Math 180, iRead, SOLO, Rosetta Stone, and MicroSociety will continue to serve as intervention programs.**

7. How frequently will students receive instructional interventions? **Instructional intervention will be provided on a daily basis.**

8. What resources/technologies will the school use to support the schoolwide program? W**e will continue to elicit community support and resources and continue to utilize the Chrome books that have been purchased to help support our technology needs.**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **We will continue to use formal and informal data, Teachscape Scoring Tree, Work Sampling, PARCC Assessments, running records, SRI Assessments, SMI Assessments, and Study Island assessments.**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Town Hall meetings will be held with quarterly updates on school culture, data results and challenges. SMT and collegial walkthroughs will continue to focus on instructional support and improvement.**

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

   comprehensive needs assessment?

   Research has shown that strong home-school collaboration results in higher grades, test scores, and graduation rates, better school attendance, increased motivation, and better self-esteem (University of Michigan). The family engagement programs will allow for all stakeholders to be fully aware of our priority areas and provide them with strategies to assist in increasing student achievement.

2. How will the school engage parents in the development of the written parent involvement policy? **A parent representative is a**

   member of the School Management Team and has the ability to share information with members of the community. PTO

   Meetings as well as more night SMT Meetings will address the development of the policy. A parent workshop will be provided to

   assist parents in creating a policy.

3. How will the school distribute its written parent involvement policy? **The school-parent compact is distributed the first day of**

   school with emergency contact forms, lunch application forms, parent handbook, and student handbook. Homeroom teachers

   are responsible for collecting the signed forms and contacting parent who do not return them.

4. How will the school engage parents in the development of the school-parent compact? **A parent representative is a member of the**

   SMT will be the leading force and voice for the development of the contract.

5. How will the school ensure that parents receive and review the school-parent compact? **The school-parent compact is distributed the first day of school with emergency contact forms, lunch application forms, parent and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them.**

6. How will the school report its student achievement data to families and the community? **Back to School Night, Parent/Teacher Conferences, Forest Street School website, parent notices sent out weekly, Orange Transcript/Star Ledger Newspaper articles, New Jersey School Report, progress reports, I & RS Meetings/ district website, school and district phone blasts.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **A letter is sent home to notify parents when the district has not met their AMAO. However, the district has met its AMAO for the past three years; therefore, this notification has not been required of the district.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **Forest Street School sends home individual student reports and cluster reports regarding student outcomes on the NJASK. The school also holds parent meetings to discuss the results and address questions.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **A parent representative serves on the School Planning and Management Team who disseminates information to the PTO members.**

10. How will the school inform families about the academic achievement of their child/children? **Individual Student data is reported to parents via the child and at parent conferences. Additionally, parents have access to the Parent Portal in Genesis to review information daily about their child's progress.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **Forest Street School will use their PI funds to purchase grade appropriate novels to build the home libraries of students. In doing so, we hope that parents read with their children and this will lead to raising the ELA proficiency on all assessments.**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible